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ABSTRACT

A questionnaire was sent to 69 directors of residential centers in the state of Illinois affiliated with the Child Care Association, Department of Mental Health and Department of Corrections - Juvenile Division, regarding the current status of educational arrangements in Illinois institutions serving disturbed, delinquent, and/or dependent-neglected children. Data of interest to the survey included: the structure of on-campus programming; community school programming; and combined on-campus-community programming. Data were analyzed according to directive organization, form of educational program and size of institution. The highlights are reported here to provide some current information pertaining to residential school programming for emotionally handicapped children. In addition, there are two appendices attached to the report which include the complete set of tables from the study and a copy of the instrument used to collect data in the study. (Author)

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CHILDREN IN ILLINOIS RESIDENTIAL CENTERS

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Section I

Abstract of Project Report

A questionnaire was sent to 69 directors of residential centers in the State of Illinois affiliated with the Child Care Association, Department of Mental Health and Department of Corrections - Juvenile Division, regarding the current status of educational arrangements in Illinois institutions serving disturbed, delinquent, and/or dependent/neglected children. Data of interest to the survey included: the structure of On-Campus Programming; Community School Programming; and Combined On-Campus-Community Programming. Data were analyzed according to directive organization, form of educational program, and size of institution. The highlights are reported here to provide some current information pertaining to residential school programming for emotionally handicapped children.

In addition, there are two appendices attached to this report which include: 1) the complete set of tables from the study; and 2) a copy of the instrument used to collect data in the study.

Section II

Summary of Project Highlights

introduction

There are many children in the United States who need and receive residential care. A significant number of these children are labeled emotionally disturbed, delinquent or pre-delinquent, or dependent and/or neglected. Problems exist however, in understanding the complexity of residential services for these children. General status reports on residential programs are scarce in the literature as are surveys of actual services received. It seems apparent that Reynold's (1962) comments are as relevant today as they were ten years ago: community awareness and knowledge of institutional programming for children decreases the further removed the programs are from the mainstream of community life. Given that general knowledge of institutional programming is limited, information on educational provisions is even less available. Educational information reported in the national survey by Pappenfort and Kilpatrick (1970) is indicative of this problem.

National studies are costly, and in general may be too difficult a method to use for studying and disseminating information on residential services. A more productive approach may be to study the issue at the state level, hopefully on a regular basis and with the assistance of a national clearing center for obtained data. This was a basic premise of this survey which used the State of Illinois as a target population. In the State of Illinois few studies have been reported on the extent of basic mental health services for children, and an especially minimal amount of research is available on educational provisions for children

manifesting deviant behaviors.* There can be little doubt that considerable expansion of residential services has occurred in Illinois and although educational services have been an integral aspect of residential programming, the extensiveness of this service has not been known.

Purpose and Methodology

A desire to clarify the current status of educational arrangements in Illinois institutions serving disturbed, delinquent or pre-delinquent, or dependent and/or neglected children prompted this investigation. Lack of information on patterns of service, potential manpower needs for specially trained teachers and related professional personnel, and the possibility of providing a method for other states to gather similar data were related areas of interest.

A questionnaire was developed in consultation with the Survey Research Laboratory (University of Illinois) with assistance from representatives of the State Child Care Association, Department of Mental Health, and Department of Corrections - Juvenile Division.¹

The questionnaire was divided into two parts. Part I was completed by all institutions, and assessed general educational information applicable to all forms of programming. Part II consisted of three sections. Each institution completed only that section which applied to its form of educational program: 1) ON-CAMPUS ONLY (OC); 2) COMMUNITY SCHOOLS ONLY (CM); or 3) COMBINED ON-CAMPUS-COMMUNITY PROGRAM (CB). Information related to on-campus programming included personnel, subjects formally taught,

* Some information is available in Bressenden (1967), Hasbargen (1969), Dinwoodie (1969), Samo (1969), Jones (1967), however, very little of this data relates to educational services for children.

¹ A copy of the questionnaire used in this survey can be found in Appendix B

population data on students and classes, educational assessment, and facilities. Information related to community programming assessed population data on children and teachers, and levels and types of classes attended. Plans for the future development of on-campus educational programs were asked of CM facilities. General questions related to all three forms of programming included governance information, tutoring services, sources of income and support for educational programming, and transportation as part of educational services.

Based upon mailing lists submitted by each major organization, a copy of the questionnaire was mailed to 69 institutions in November, 1970. One month later, institutions who had not responded were contacted by telephone. By February, 1971, 80 percent of the sample had responded and data analysis was begun. The main divisions used for assigning data were: 1) type of directive organization (Child Care, Mental Health, Juvenile Corrections); 2) form of educational program (OC, CM, CB); and 3) size of institution (small, medium, large). General information regarding the sample is contained in Table 1.

TABLE 1
INSTITUTIONAL SAMPLE

Institutional Source	Size Children Served by Licensed Capacity			Form of School Programming		
	Small (1-50)	Medium (51-200)	Large (Over 200)	OC	CM	CB
Child Care (N=31 of 39 Surveyed)	19	11	1	8	7	16
Mental Health (N=16 of 19 Surveyed)	6	7	3	7	-	9
Corrections (N= 8 of 11 Surveyed)	-	5	3	7	-	1

Results

Because of the length of the results obtained in this survey it is not possible to report tables and figures in this context.² Rather, only the highlights are reported herein to provide some information concerning the status of educational programming in Illinois institutions.³ The results are presented according to OC, CM, and CB classifications with the exception of general information applicable to all forms of programming.

General Educational Information

Income and Support

Institutions were asked if they received any state or federal support for their education programs. For mental health (MH) and correctional (COR) institutions the main sources of income were state government appropriations. A majority of the child care (CC) institutions (61%) received revenue from private donations, charities, and some state funds.

Data on the cost of educational expenditures produced only minimal information. Many institutions had difficulty specifically listing budgetary considerations. Information was completely omitted by 8 CC, 3 MH, and 1 COR institution. Available data indicated that COR institutions appeared to be spending the most for educational programs per child followed by MH institutions, with CC agencies spending the least for such programs.

² A set of complete tables summarizing the data can be found in Appendix A.

³ The reader is cautioned to remember that not all questionnaires were returned and that information was not obtained on children, personnel or services in any institutions not affiliated with the three primary agencies of interest. Interpretation must therefore remain subject to these restrictions.

Governance

CC institutions with CM programs were either directed by the institution itself (N=3) or by the local board of education (N=3). Related educational staff (e.g., counselors, social workers, psychologists) in three of five institutions responding were hired by the local school board while in the other two cases they were employed by the institution. Generally, the local board of education hired the teaching personnel (N=5). Institutions with OC educational programs differed widely with respect to administration. Three institutions administered their own educational programs, hired related professional staff, and employed teachers. In four cases, the local school board administered the educational program and hired teachers. One institutional program was administered by a private board of trustees, and one used both the institution and local board to employ teachers. CB programs in CC institutions were administered by the institution itself (N=7), the local board of education (N=4) or both (N=3). In 13 cases all related educational staff were employed by the institution. Teachers were employed either through the local board of education, if they had governance, or responsibility was shared by the local board and the institution.

Five MH institutions were responsible for administering OC programs and for hiring all related educational staff and teachers. In nine cases, the institution administered the CB program and employed related staff and teachers.

COR programs OC were administered by the institution and they employed all staff and teachers.

Tutoring Program

Overall institutional data concerning tutoring programs suggests that three to four tutors were employed to work an average of two to three hours per day, five days per week. Student use of tutoring ranged from very few to about one-half of available students. In only three CC institutions were all children reported to use this service. Almost all tutors held college degrees but very few were specifically trained for work with disturbed or maladjusted children. One-half of the institutions paid their tutors. Funds came from either E.S.E.A., Title I funds, through the institutional budget itself, or directly from the state. Tutors were paid from between \$4.00 and \$6.00 per hour or payment was a part of their regular teaching salary as members of the institutional staff. The range in tutor experience in education was found to be from 0 to 20 years.

Transportation

It was inquired as to whether the institutions needed transportation for their education programs. Twenty (36%) replied in the affirmative. Children needing transportation to and from school traveled predominantly in buses (75%), but vans, cars, state vehicles, taxis and other public transportation media were also mentioned. The cost of transportation ranged from \$400 to \$5,000. In six cases, the cost was paid by the local school district, in two others by the state, and in one other by contributions. Seven institutions incorporated this cost into their overall annual budget for educational expenditures.

On-Campus Education Programs

Personnel

Institutions supplying information concerning administrative personnel used titles such as principal, superintendent, educational administrator and executive assistant to describe their educational directors. Usually, OC educational programs employed one administrator. This was true of all CC, six of seven COR, and six of seven MH institutions.

Twelve month salary ranges were highest for administrators of MH Institutions (\$11,700 - \$18,500) followed by CC (\$10,000 - \$18,000) and COR (\$9,036 - \$15,000). In only a few cases were administrators teaching concurrently with their administrative responsibilities. Most were solely functioning as administrators.

As would be expected, the larger the OC educational programs the more teachers and related personnel employed by the institutions. CC facilities presented the smallest ratio between teachers and students of institutions responding. None of the CC or COR facilities with OC educational programs employed teachers specifically certified in the areas of emotional disturbance and/or socially maladjusted, whereas MH agencies employed some teachers trained in these areas (11 teachers or 16 percent). All CC facilities and all but one of the COR institutions employed teachers certified in general education only. Much more dispersion was present in MH settings the majority of teachers having some form of special education certification.

Data pertaining to salary ranges was provided on a monthly basis. In general, CC institutions offered the highest salaries followed by COR agencies with MH personnel receiving the least. There was some

relationship to size of institution. Smaller CC institutions offered the highest salaries, whereas for MH and COR institutions, the larger the setting the higher the salary paid. Overall, there was very little evidence of inexperienced teaching personnel employed.

The institutions were asked what type of related staff were involved in their CC education programs, and the number of hours per week each devoted to the educational program. Seven of 19 institutions omitted this question. Of those responding, MH and CC institutions showed no increase in related personnel with size of setting, whereas, COR institutions showed an increase in volunteers and counselors. With respect to hours worked, most related staff at COR settings worked 40 hours per week, while at the other type of institutions, related staff devoted less than full time to educational service (e.g., ranges for Social Workers 6 to 40 hours, Psychologist 2 to 40 hours, Psychiatrists 5 to 40 hours, and Teacher Aides 13 to 60 hours per week). Except for one COR agency, volunteer help was limited in numbers as well as hours worked.

Population Ratios for Pupils, Classes and Teachers

To find out the ratio of students to class size and number of teachers to the latter, institutions were asked to group their children by grade levels. Available levels ranged from preschool to post-graduate with customary breakdowns in between. It was apparent that in some cases, teachers were working with children at more than one level. In others, usually junior and senior high school, teachers and classes were more specifically oriented to subject matter specialties.

CC institutions reported no children at the preschool, primary or post-graduate levels. MH settings tended to provide educational services for children across all levels. In each form of institution, the most

frequent numbers of students were enrolled at the intermediate, junior and senior high school levels. Class sizes were smallest in MH institutions averaging seven students per teacher. However, in all institutions it appeared that an attempt was being made to provide sufficient teachers to maintain a relatively small (approximately 10 students to 1 teacher) ratio. Complications were apparent at the Junior and Senior High School levels where curriculum was more specialized.

Subjects Formally Taught

Institutions responded with information that indicated an emphasis in four basic areas: English, Mathematics, Social Studies, and the Sciences. Next in priority were Physical Education, Fine Arts and Foreign Languages. Coursework offered was viewed as related to size of institution, level of agency program, population served and orientation to education. COR institutions were found to be offering the most balanced programs in these subject areas. MH agencies were found to offer the fewest of these formal courses to their students. Apart from subjects regularly taught as part of their standard curriculum, institutions were asked to indicate other courses formally taught that they felt added significantly to their OC program. Three CC, five MH, and one COR institution responded. The most predominant courses offered were Life Studies and Home Economics. Industrial Arts, Study Skills, Typing, Remedial Work, Geography, Outdoor Education, Religion, Manual Skills, and Self-Care Skills were emphasized. MH institutions offered the widest variety of additional courses and appeared to offer the most diversified overall educational program.

Educational Assessment

Institutions varied in their methods of assessing students. In general, across all agencies, teacher evaluations, achievement and

intelligence tests, as opposed to personality, aptitude and sociometric tests were used in educational assessment.

Physical Facilities

Thirteen of 19 responding institutions maintained a separate school building. Predominant facilities were classrooms (18 of 19 programs), Audio-Visual Service Area (18 of 19 programs), Library Facilities (17 of 19 programs) and Outdoor Recreation Area (16 of 19 programs). Eleven of 19 institutions maintained shops, 12 of 19 gyms, and 7 of 19 pools. Other available facilities mentioned by either CC or MH agencies were: a Learning Center for Independent Study, a Bowling Alley, a Mobile Training Unit, and a Ceramic and Crafts Center. The types of shops most often mentioned were industrial arts (woodworking, contract workshop, brick-masonry, meatcutting). Home Economics areas, beauty-barber shops, and school stores were also listed. MH institutions offered shop activity at all but one facility whereas only two CC and one COR institution mentioned these types of services.

Institutions were also asked if they used any community or public school facilities as part of their OC programs. Five agencies (25%) said yes. Those responding affirmatively used such resources as pools, public summer school programs, parks, visits to stores, local industries, and museums.

Community Education Programs

Of all institutions surveyed, only seven small CC institutions were providing this type of educational service for their children.

Form of School Programs

Interest was expressed in knowing the type of public school programs engaged in by students. Most of the children at the elementary level (grades 1 through 8) were enrolled in a standard school experience. A few children in three institutions were receiving some form of ancillary service, e.g., remedial reading, speech therapy, part-time enrollment in a special class program or exclusive enrollment in a special education program.

The majority of the children in the seven CC institutions were in senior high school. With the exception of four children who were receiving some form of special education, all senior high school students were in a standard educational program. The majority of these students (80%) were receiving a "general" education. Only two students were specifically enrolled in a college entrance program. The emphasis appeared to be on learning practical terminal-work related skills, e.g., business, vocational training, and general education.

Future Programming

Two of the seven institutions anticipated beginning an on-campus educational program within two years. In both cases, the cost for initiating the new program was not known. One planned to finance the complete costs of a school building, staff, and supplies for a significant number of its children while the other institution planned to begin on a limited basis using resources from within the institution and from school district funds. One institution felt that the type of child referred and selected would not be influenced by the new program while the other felt it would be able to accept some children with school problems not currently acceptable.

Combined Education Programs

General Information

Replies concerning administrative personnel were nominal from CC agencies (6 of 16 responded). All MH and COR agencies responded to these questions. The data indicate that in general, administrative personnel at CC institutions were receiving lower salaries than their counterparts in MH or COR agencies yet they tended to be more experienced in administration.

Institutions with CB educational programs tended to have more teaching personnel involved in their OC programs than did those institutions with OC programs only. However, part of this teaching force was composed of teacher aides, volunteers, house parents and tutors. There were also more part-time and summer school teachers employed at institutions with CB programs.

Most but not all teachers in the OC part of the CB program were certified teachers. There appeared to be more teachers available who were certified in both general and some area of special education. MH agencies had the most teachers certified in emotional disturbance and/or socially maladjusted ($\bar{X} = 5$ teachers) while CC agencies had the fewest certified in these areas.

Data concerning teacher salary ranges was difficult to evaluate since some institutions paid part of their staff by the hour, some by the month, and some per 12-month annum. At CC institutions, salaries ranged from \$5,000 to \$13,000 per year for full-time teachers. MH agencies offered salaries of from \$6,956 to \$14,057 per annum. Smaller CC institutions and large MH agencies were paying the highest salaries. Since teaching experience and salary paid are usually interrelated, any data regarding salary must be interpreted with caution.

Less than one-third of the institutions surveyed had summer school teachers. Most of these teachers received \$800 to \$900 per month. Three MH agencies proved the exception with one reporting a salary of \$625 per month and two others reporting summer school salary as part of the annual teaching rate. Part-time salaries ranged from \$4.00 to \$8.00 per hour for an unreported period of service. In general, teaching experience was again viewed as a possible factor in salaries paid.

Teachers in most institutions were experienced. Only two agencies reported having non-experienced personnel. Twelve institutions (3 MH, 9 CC) reported teachers with more than ten years experience.

Many of the OC school programs employed teacher aides (12 agencies) or had volunteers available (8 agencies). In 12 agencies, social workers were also viewed as a part of the OC program. In both CC and MH agencies more than one form of related staff allocations were in evidence, and, most were of a part-time nature. At 9 of 16 CC institutions, one to six social workers were involved in the OC education program 1-1/2 to 40 hours per week. At five MH agencies, teacher aides were employed from between 30 to 40 hours weekly.

OC Education Program

A total of 22 institutions reported information concerning their OC educational program. The most apparent trend was toward offering courses in English, mathematics, social studies and the sciences. Nineteen institutions offered school programs at the junior high level and 15 agencies offered programs at each of the other levels, primary through high school, except for one CC and three MH agencies offering post-graduate study. The general pattern in institutional programming seemed to be one in which as the population to be served became older educational services became more diversified. The major additions formally included for study were foreign

languages (CC agencies only), physical education and fine arts programs. Level of insertion of these subject areas differed per institution.

When institutions were asked if they taught subjects other than those listed in their basic program, 12 of 24 responded affirmatively. Only three CC institutions offered other areas of study (home economics, industrial arts, reading, applied psychology). Eight MH institutions offered broader educational alternatives (home economics, industrial arts, communication skills, speed reading, occupational studies, library skills, remedial tutoring, perceptual-motor training, self-help skills, and business education among others). The COR institution allowed some of their students to attend a vocational course offered by a local high school.

Twelve of 22 institutions responding had a school building. The remainder indicated they had designated an area within a building for school purposes. The usual physical arrangement was to divide available space into classrooms. Twenty-two settings had an audio-visual area, and 17 reported having an on-grounds library. Nine institutions (6 MH, 3 CC) reported use of existing shop facilities, and though 14 institutions (9 MH, 6 CC) were using their own gymnasiums, only five (4 MH, 1 CC) reported having and using their on-campus pool for educational programming.

CM Education Program

The questionnaire did not obtain information on those students who were attending both the OC and CM school programs, rather it asked about children "attending community schools only." Although five of 16 CC facilities did not respond in this area, it was apparent that such facilities were using public schools for many of their children. A trend was also noted in the more frequent use of public school facilities for students at upper grade levels.

To assess type of school program engaged in by students, programs were divided into preschool, elementary (grades 1-8), and secondary (grades 9-12). With one exception, the preschool programs were reported as either for educable mentally retarded or unspecified special education. Most children (65%) enrolled in elementary programs were participating in standard programs. The remaining children were either receiving some special education service (13%) or were enrolled full-time in special education programs (22%). In general, the special services mentioned were learning disability, mentally retarded, speech correction, physically handicapped and remedial tutoring. At the secondary level, students in most institutions were enrolled in a general education program, most often designed toward terminal work oriented skills. Only a very few students were enrolled in a college entrance program (10%). Approximately four percent of the students were receiving special services such as tutoring, services for non-hearing students, and unspecified special education assistance. Twelve percent of the students at the secondary level were enrolled in full-time special education programs for educable mentally retarded children.

Educational assessment of children attending OC and CM programs was accomplished in all but one case through a variety of methods. A combination of intelligence and achievement tests were most often used in addition to teacher evaluations. The use of aptitude tests was more common in this sample while personality tests and sociometric devices were less common. A scant six institutions provided additional information on assessment sources. Casework studies, psychiatric evaluations, reading tests, behavior rating scales, ancillary staff opinions, and other forms of diagnostic assessment were mentioned.

Discussion

Several interesting aspects of the findings of this survey need to be considered. As a questionnaire of educational services available in institutions, the approach taken in this survey appears to have considerable merit. An extraordinary amount of data was generated through this approach most of which was very helpful in understanding educational programming in institutions.

Some of the findings of this survey were predictable by virtue of the types of institutions studied, e.g., it was to be expected that fewer degrees of program latitude would exist in COR institutions because of the societal and institutional constraints incumbent in their function. That some attempt was being made toward seeking alternative methods to meeting the educational needs of the students served was seen as highly commendable.

In reviewing obtained data, some harsh realities were apparent. One of the weakest links in programming seemed to be the uncertainty with which institutions were accounting for budgetary considerations. CC institutions appeared to be especially susceptible to this problem and this would appear to be an area in need of more careful attention.

Another area of concern is the paucity of qualified special education personnel at either the administrative or teaching levels. Though there can be no certainty that such personnel would perform in a superior fashion to the experienced personnel employed, it would certainly appear to be an area for further study and clarification. Further, this would seem to be a logical area of training need for colleges and universities to investigate. In public schools, specially trained personnel to work with handicapped junior and senior high school students is acknowledged as a critical national problem. Therefore, it is not inconsistent to find

institutions faced with the same problems. The difficulty arises in training personnel to function in a highly complex situation inundated with subject matter specialties. The alternative is to either accept younger children for residential care or to begin to make a concerted effort to prepare personnel to meet the challenge of helping older students. These issues should be viewed as primary educational targets for the 1970's.

The diversification of programming found in MH institutions is commendable. However, it should be mentioned that CC institutions do not frequently have the financial support that MH agencies do. Consideration must be given to finding various formats for programming so that it may be tailored to the child (e.g., short-term care vs long-term care, complexity of problems among others).

The trend of so few children leaving residential care with a college entrance program raises an interesting question: How can institutional services to children be improved so that a greater majority have an opportunity to pursue advanced education? Certainly not all children who are enrolled in terminal training programs in high school need to be so enrolled. Perhaps we are not intervening sufficiently to allow children to reach their potential while in attendance at an institution.

It is encouraging to see an influx of CB programs existing in institutions. Though in some cases this might possibly be a disadvantage, the trend toward alternatives that allow children to flow from one form of programming to another has considerable merit. Though this trend has been a prevalent one in CC institutions, that it is occurring in MH and COR agencies is a potentially positive sign for removing the isolation so often experienced by institutions in relation to community resources.

In summary, this study has attempted to bring together several salient aspects of residential educational programming for children in the State of Illinois. Some of the findings are encouraging. It is clear, however, that continual study needs to be undertaken to fully understand not only the qualitative aspects of programming for children but also ways of facilitating communication between institutions and communities to better articulate the pressing need to improve the service we are providing children in order that they may come to function to their fullest potential.

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APPENDIX A
COMPLETE SET OF TABLES RELATED TO SURVEY

TABLE 1
RELATIONSHIP OF INSTITUTIONAL SIZE TO LICENSED CAPACITY

INSTITUTIONAL LICENSED CAPACITY	CC		MH		COR	
	NUMBER OF INSTITUTIONS LICENSED ¹	NUMBER OF INSTITUTIONS WITHIN LICENSED RANGE ²	NUMBER OF INSTITUTIONS LICENSED	NUMBER OF INSTITUTIONS WITHIN LICENSED RANGE	NUMBER OF INSTITUTIONS LICENSED	NUMBER OF INSTITUTIONS WITHIN LICENSED RANGE
Small (N=1-50)	23	19	10	6	2	
Medium (N=51-200)	8	11	5	7	3	5
Large (N=200+)		1	1	3	3	3

¹Number of institutions actually licensed to this capacity.

²Number of institutions reporting to serve this capacity, as arrived at by adding numbers of male plus female residents.

TABLE 2
SOURCES OF REFERRAL FOR CHILD CARE AND MENTAL HEALTH INSTITUTIONS

SOURCES OF REFERRAL	NUMBER OF INSTITUTIONS	
	CC	MH
Courts	18	11
Teachers	1	3
Parents	7	6
Social Worker(s)	7	4
Psychologist/Psychiatrist	4	6
Referring Agencies	19	9
* Other	8	2

* Other: Referrals came from the Department of Children and Family Services, MH Zone, and a Private Psychiatric Hospital.

TABLE 3

ACCEPTANCE - DISMISSAL RATES
(FISCAL YEAR JULY 1, 1969-JUNE 30, 1970)

RATES	NUMBER OF INSTITUTIONS		
	CC	MH	COR
Acceptance Equals Dismissal	22	8	5
Acceptance Greater Than Dismissal	5	6	1
Acceptance Less Than Dismissal	2		
Number Omitting This Information	2	1	2

TABLE 4

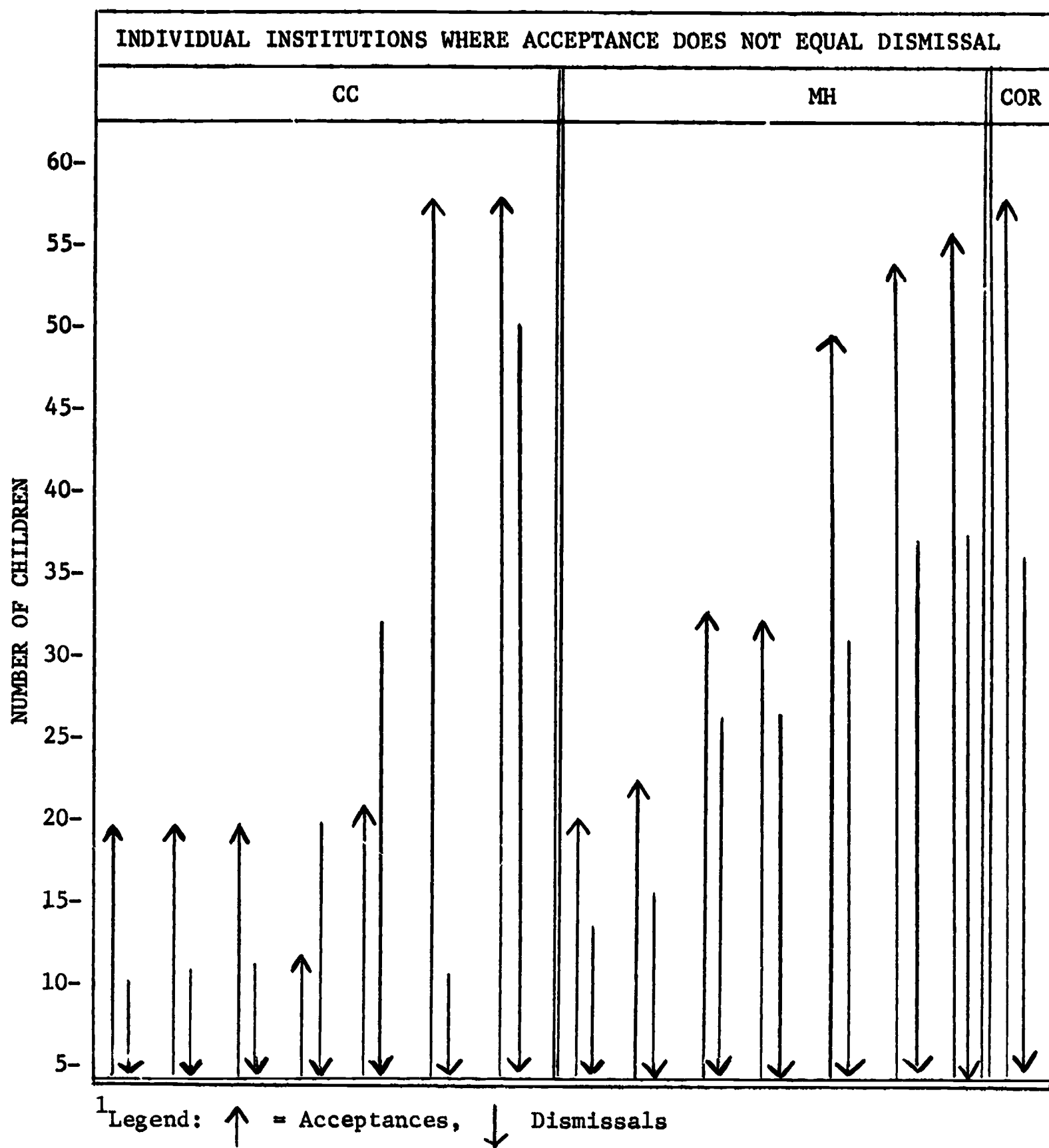
UNEQUAL ACCEPTANCE - DISMISSAL RATES¹

TABLE 5
AVERAGE LENGTH OF STAY AT INSTITUTION

PERIOD OF TIME IN MONTHS	NUMBER OF INSTITUTIONS		
	CC	MH	COR
0 - 6	3	4	3
7 - 12	2	8	4
13 - 18	10	2	1
19 - 24	8	1	
More Than 24	9	1	

TABLE 6
LENGTH OF FORMAL ORIENTATION TO INSTITUTION

ORIENTATION PERIOD	NUMBER OF INSTITUTIONS		
	CC	MH	COR
Less Than 1 Week	7	3	1
1 or 2 Weeks			3
3 or 4 Weeks	4	1	1
5 or 6 Weeks	2		

TABLE 7
MENTAL HEALTH SERVICES BY SIZE OF INSTITUTION

SERVICES OFFERED	NUMBER OF INSTITUTIONS BY SIZE							
	CC			MH			COR	
	S	M	L	S	M	L	M	L
Individual Casework	17	9	1	6	5	3	4	3
Group Work	8	9	1	5	6	3	5	3
Psychiatric Services	8	9	1	5	6	2	1	3
Medical Services	14	8	1	5	6	3	4	3
Social Worker Services	17	7	1	5	6	3	2	2
Other Individual or Group Counseling	6	9	1	6	4	3	4	2
Psychological Services	10	8	1	5	6	3	2	3
Other*	4	4	1	3	5	1	3	1

* Other: CC - Counseling through the mental health clinic, education and social living conditions, religion, family therapy, tutoring, special education, therapeutic recreation.

MH - Special education, activity therapy, speech and hearing therapy and prevocational therapy.

COR - Behavior modification, differential treatment, activity programs, vocational training, recreational therapy.

TABLE 8
DIAGNOSTIC CATEGORIES OF SERVICED POPULATION

CATEGORIES (Labels)	NUMBER OF INSTITUTIONS BY CATEGORY					
	CC		MH		COR	
	MOST FREQUENTLY SERVED	SECOND MOST FREQUENTLY SERVED	MOST FREQUENTLY SERVED	SECOND MOST FREQUENTLY SERVED	MOST FREQUENTLY SERVED	SECOND MOST FREQUENTLY SERVED
Pre-delinquent	7	11	1	4		
Delinquent	4	3	1	4	8	
Emotionally Disturbed	17	7	14	2		
Dependent or Neglected	12	9	1	5		3
Other*	3	2	1	6		1

* Other: Newborn infants, unwed mothers, felons, mentally retarded, multiply handicapped.

TABLE 9
AGE RANGE OF CHILDREN SERVED BY INSTITUTIONS

AGE RANGE IN YEARS	NUMBER OF INSTITUTIONS ¹ SERVING THIS AGE RANGE ¹		
	CC	MH	COR
0 to 3	1		
4 to 7	3	3	
8 to 12	11	6	1
13 to 18	22	12	7
19 to 22		2	1
Over 22		1	
Number of Omissions	2	1	

¹ An institution can be counted in more than one age range.

TABLE 10

RACIAL CATEGORIES SERVED BY INSTITUTIONS

RACIAL CATEGORIES	NUMBER OF INSTITUTIONS BY RACIAL CATEGORY					
	CC		MH		COR	
	MOST FREQUENTLY SERVED	SECOND MOST FREQUENTLY SERVED	MOST FREQUENTLY SERVED	SECOND MOST FREQUENTLY SERVED	MOST FREQUENTLY SERVED	SECOND MOST FREQUENTLY SERVED
White	31	1	15	1	3	3
Black		26	3	13	7	1
American Indian		10				2
* Other		4				

* Other: Chicanos, Orientals, Puerto Ricans, and Spanish Americans

TABLE 11

SEX DISTRIBUTION OF INSTITUTIONAL POPULATION

CATEGORY	NUMBER OF INSTITUTIONS		
	CC	MH	COR
Males Only	9		6
Females Only	4		2
Males and Females	18	16	

TABLE 12

NUMBER OF CHILDREN BY SEX SERVED IN ILLINOIS INSTITUTIONS¹

CATEGORY	NUMBER OF CHILDREN			
	CC	MH	COR	TOTAL
Males	750	2,895	2,305	5,950
Females	774	2,047	565	3,386
Total	1,524	4,942	2,670	9,336

¹Under the auspices of the Department of Mental Health, Department of Corrections, and the Child Care Association

TABLE 13

PRIMARY SOURCES OF INCOME FOR EDUCATIONAL EXPENDITURES
AT CHILD CARE INSTITUTIONS BY FORM AND SIZE OF SCHOOL PROGRAM

INCOME SOURCES	NUMBER OF CC INSTITUTIONS					
	CM	OC			CB	
	S	S	M	L	S	M
Private Donors	4	2	1		7	5
Charities	1		1		5	3
Grants	2					
Tuition	2			1		2
State Funds	1	1	2		5	
Other*	1	2	1		2	3

*Other: County, School District, Orphan's Act, Institution Itself, Title I, Purchase of Care Act, Local Board of Education

TABLE 14
INSTITUTIONAL SUMMER SCHOOL PROGRAMS

INSTITUTIONAL AVAILABILITY	CC			MH		COR		SUMS
	CM	OC	CB	OC	CB	OC	CB	
Summer School Program Available	5	5	16	6	8	5	1	46
Summer School Program Not Available	1	2		1	1			5
								51*

*Four institutions did not supply data on this topic.

TABLE 15
TUTORING PROGRAM
NUMBER OF INSTITUTIONS HAVING A TUTORING
PROGRAM BY FORM OF PROGRAM

	NUMBER OF INSTITUTIONS							
INSTITUTIONAL AVAILABILITY	CC			MH		COR		SUMS
	CM	OC	CB	OC	CB	OC	CB	
Tutoring Program Available	3	2	16	4	5	4		34
Tutoring Program Unavailable	3	5		2	4	3	1	18
								52*

*Three institutions did not supply data on this topic.

TABLE 16
TUTORING PROGRAM
NUMBER OF TUTORS BY INSTITUTIONAL TYPE
AND FORM OF EDUCATIONAL PROGRAM

RANGE OF TUTORING STAFF	NUMBER OF INSTITUTIONS						
	CC			MH		COR	
	CM	OC	CB	OC	CB	OC	CB
1-2		2	3	3	1		
3-4	1		8		1	1	
5-10	1		2		2	1	
11-19					1		
20 or more	1		1			2	

TABLE 17
TUTORING PROGRAM
NUMBER OF HOURS TUTORING CHILDREN DAILY*

RANGE OF TUTORING STAFF	NUMBER OF INSTITUTIONS						
	CC			MH		COR	
	CM	OC	CB	OC	CB	OC	CB
0-1 hour	2		3		3	1	
2-3 hours	1	2	3	3		2	
4-5 hours			5		1		
6-7 hours			1				
8 or more hours				1	1		

*Twenty-nine institutions supplied information on this topic.

TABLE 18
TUTORING PROGRAM
WEEKLY AVAILABILITY OF SERVICE*

NUMBER OF DAYS PER WEEK AVAILABLE	NUMBER OF INSTITUTIONS						
	CC			MH		COR	
	CM	OC	CB	OC	CB	OC	CB
1 day	1					1	
2 days			3	3	1	1	
3 days		1	2				
4 days	1	1	2		2	1	
5 days	1		7	2	2	1	

*Thirty-six institutions supplied information on this topic.

TABLE 19
TUTORING PROGRAM
NUMBER OF STUDENTS PER INSTITUTION USING SERVICE*

PERCENT OF STUDENTS USING TUTORING SERVICE	NUMBER OF INSTITUTIONS						
	CC			MH		COR	
	CM	OC	CB	OC	CB	OC	CB
Less than 25%			2	3	2	2	
About 25%			3		1	1	
About 50%	1	1	5	1	1		
About 75%	1		3		1	1	
All students	1	1	1				

*Thirty-two institutions provided information on this topic.

TABLE 20
TUTORING PROGRAM
EDUCATIONAL CERTIFICATION OF TUTORS

AREA OF CERTIFICATION	NUMBER OF INSTITUTIONS						
	CC			MH		COR	
	CM	OC	CB	OC	CB	OC	CB
General Education	1		9	1	1	3	
Special Education	2		1	2	1	1	9
Special Education Emotionally Disturbed/ Socially Maladjusted			1	2		1	

TABLE 21
RELATIONSHIP OF INSTITUTIONAL SIZE TO TYPE AND
LOCATION OF EDUCATIONAL SERVICE PROVIDED

INSTITUTIONAL SIZE	NUMBER OF INSTITUTIONS						
	CC			MH		COR	
	CM	OC	CB	OC	CB	OC	CB
Small (1-50)	7	4	8	3	3		
Medium (51-200)		3	8	2	5	4	1
Large (Over 200)		1		2	1	3	
Totals Per Category	7	8	16	7	9	7	1

TABLE 22
ON-CAMPUS EDUCATION PROGRAMS
NUMBER OF TEACHERS AND TYPE OF POSITION HELD

TYPE OF POSITION	NUMBER OF TEACHERS						
	CC		MH			COR	
	S	M	S	M	L	M	L
Academic Year	6	12		9	37	33	74
Part Time			3			7	9
Summer Program	4	2		1		2	
Summer Part Time	4	8					
Other*					6		

*Other: Vocational instructors.

TABLE 23
ON-CAMPUS EDUCATION PROGRAMS
CERTIFICATION OF TEACHING PERSONNEL¹

AREA OF CERTIFICATION	NUMBER OF CERTIFIED TEACHERS		
	CC	MH	COR
General Education	19	14	86+*
Special Education, Unspecified		44	25
Special Education Emotionally Disturbed/ Socially Maladjusted Option		11	

¹Overlap may exist within an institution, e.g., both special education and general education certification.

*The plus sign indicated that for two institutions data provided said that all teachers were certified only in general education. Number was unspecified.

TABLE 24
ON-CAMPUS EDUCATION PROGRAMS
AVERAGE MONTHLY SALARY PAID TEACHERS

TYPE OF POSITION	AVERAGE RANGE OF MONTHLY SALARY PAID						
	CC		MH			COR	
	S	M	S	M	L	M	L
Full Time	1155 to 1528	905 to 1333	1278 to 1332	595 to 944	721 to 1088	788 to 917	730 to 1141
Part Time	1219	450		625		7.50/ Hr.	
Summer Full Time		600	767			750 to 917	800
Summer Part Time	1217	785					

TABLE 25
ON-CAMPUS EDUCATION PROGRAMS
RANGE AND AVERAGE NUMBER OF YEARS TEACHING EXPERIENCE¹

TYPE OF POSITION	RANGE AND AVERAGE YEARS OF TEACHING EXPERIENCE					
	CC		MH		COR	
	Range	Average	Range	Average	Range	Average
Full Time	1-42	18	2-15	5		9
Part Time	2-5	20		15		10
Summer Full Time						11
Summer Part Time		16				

¹ Some institutions provided a range of years of teaching experience. Other institutions gave only an average number of years of teaching experience to represent their staff. In the latter case a mean of the means was computed to represent these institutions. Non overlapping data is presented to illustrate both sets of information.

TABLE 26
ON-CAMPUS EDUCATION PROGRAMS
RANGES FOR NUMBER OF STAFF AND HOURS
EMPLOYED BY ANCILLARY STAFF

TYPE OF POSITION	CC	MH	COR
School Counselors: Number Hours			1 to 19 40
Social Workers: Number Hours	1 to 3 20 to 40	3 to 4 6 to 10	2 to 4 40
Psychologists: Number Hours	1 2	1 to 2 3 to 40	2 to 3 40
Psychiatrists: Number Hours	1 5	2 12	1 8 to 40
Teachers Aides: Number Hours	1 3	1 to 10 40	
Volunteers: Number Hours	3 to 4 6 to 10	1 to 2 2 to 6	12 to 60 1-1/2 to 2
Others: Number Hours	5 5	1 to 5 12 to 40	1 to 13 40

* Others: Institutional counselors, correctional counselors, consultants, activity therapists, speech therapists and audiologists.

TABLE 27
ON-CAMPUS EDUCATION PROGRAMS
RANGE OF PUPIL TO CLASSROOM TO TEACHER RATIOS

GRADE LEVELS	RANGES OF PUPILS TO CLASSROOMS TO TEACHERS EXPRESSED AS RATIOS (P:C:T)		
	CC	MH	COR
Preschool		5:1:1 to 13:-:1	
Primary (1-3)		7:1:5 ^A to 52:7:5	17:6:7 to 24:7:7
Intermediate (4-6)	4:1:7 to 7:1:1	10:2:5 to 19:-:1	15:12:4 to 64:6:7
Junior High (7-9)	5:10:1 to 63:3:7	8:1:5 to 22:-:2	15:2:4 to 66:8:4
Senior High (10-12)	15:1:7 to 46:-:2	8:1:5 to 12:-:1	12:7:8 to 56:7:6
Post Graduate		26:8:2 ^B	
Other [*]		617:23:18 ^B	

^{*}Other: Multiply handicapped persons, building training.

^AThese are educable mentally handicapped and trainable mentally handicapped persons.

^BOnly one institution provided this information.

TABLE 28
ON-CAMPUS EDUCATION PROGRAMS
INSTRUMENTS USED FOR EDUCATIONAL ASSESSMENT

TYPE OF INSTRUMENT	NUMBER OF INSTITUTIONS USING INSTRUMENTS		
	CC	MH	COR
Personality Tests	1	4	2
Intelligence Tests	2	7	5
Sociometric Tests	1		1
Aptitude Tests	2	2	2
Achievement Tests	3	7	7
Teacher Evaluation	5	6	6
Other*		1	1

*Other: Behavior modification procedures, clinical notes.

TABLE 29
ON-CAMPUS EDUCATION PROGRAMS
PHYSICAL FACILITIES AVAILABLE AND USED¹

FACILITIES	NUMBER OF INSTITUTIONS USING FACILITY		
	CC	MH	COR
Shops	3	6	2
Gymnasiums	3	4	5
Pools	3	1	3
Outdoor Recreation Area	5	6	5
School Building	3	3	7
School Area in Building	3	5	5
Classrooms	5	6	7
Libraries	4	6	7
Audio-Visual Aides	5	6	7
Other*	1	3	

*Other: Learning center for independent study, bowling alley, mobile training unit, and a ceramic and crafts center.

¹Information was provided on this topic by 19 institutions.

TABLE 30
COMMUNITY EDUCATION PROGRAMS
STUDENT ENROLLMENT IN VARIOUS TYPES OF
ELEMENTARY LEVEL PROGRAMS

TYPE OF PROGRAM	TOTAL STUDENT ENROLLMENT
Standard	67
Standard with Special Services *	7
Full-Time Special Services *	6

* Special services reported were: remedial reading, speech therapy, part or full-time educable mentally retarded programs.

TABLE 31
COMMUNITY EDUCATION PROGRAMS
NUMBER OF STUDENTS IN VARIOUS SECONDARY EDUCATION
LEVEL PROGRAMS AT CHILD CARE INSTITUTIONS

TYPE OF PROGRAM	NUMBER OF STUDENTS ENROLLED
Standard College Entrance	2
Business	4
Vocational	8
General Education	72
Standard Program with Special Services *	1
Special Services Only	3

* Types of services were not specifically listed.

TABLE 32

COMBINED EDUCATION PROGRAMS

NUMBER OF TEACHING PERSONNEL EMPLOYED
IN ON-CAMPUS EDUCATION PROGRAM

TYPE OF POSITION HELD	NUMBER OF TEACHERS EMPLOYED ¹		
	CC	MH	COR
Full Time	32	81	4
Part Time	22		
Summer Full Time	10	25	5
Summer Part Time	2	11	
Other Personnel*	60		2

¹Number of institutions providing information were: CC = 16;
MH = 9; COR = 1.

*Other Personnel = teacher aides, volunteers.

TABLE 33

COMBINED EDUCATION PROGRAMS

RANGES FOR NUMBER OF STAFF AND HOURS EMPLOYED BY
ANCILLARY STAFF IN ON-CAMPUS PROGRAMS

TYPE OF POSITION		CC	MH	COR
School Counselor:	Number	1	2	
	Hours	10	30	
Social Workers:	Number	1 to 6	1	
	Hours	1-1/2 to 40	5 to 40	
Psychologists:	Number	1 to 5	1 to 3	
	Hours	10 to 40	6 to 40	
Psychiatrists:	Number	1 to 3	1	
	Hours	4 to 8	5 to 40	
Teacher Aides:	Number	1 to 2	1 to 4	2 to 3
	Hours	4-1/2 to 35	30 to 40	37-1/2 to 40
Volunteers:	Number	3 to 5	2 to 12	
	Hours	6 to 9	4 to 5	
Other*	Number	1		
	Hours	3 to 25		

*Other: Caseworker, Recreation Man, Educational Consultant, Activity Therapist, Speech Therapist, Vocational Instructor.

TABLE 34
COMBINED EDUCATION PROGRAMS
PHYSICAL FACILITIES AVAILABLE AND USED
IN THE ON-CAMPUS PROGRAM

FACILITIES	NUMBER OF INSTITUTIONS USING FACILITIES		
	CC	MH	COR
Shops	4	6	
Gymnasiums	5	9	
Pools	1	4	
Outdoor Recreation Area	9	9	1
School Building	6	5	1
School Area in Building	6	8	
Classrooms	12	9	1
Libraries	8	9	
Audio-Visual Aides	12	9	1
Other*	1		

*Other: Domestic Sciences.

TABLE 35
COMBINED EDUCATION PROGRAMS
RATIO RANGES OF PUPIL TO CLASSROOM TO TEACHER
IN THE ON-CAMPUS PROGRAM

GRADE LEVELS	RANGES OF PUPILS TO CLASSROOMS TO TEACHERS EXPRESSED AS RATIOS (P:C:T)		
	CC	MH	COR
Preschool	10:1:1 ^A	20:2:1 to 10:3:1	
Primary (1-3)	1:1:1 to 7:1:1	2:1:1 to 20:1:1	
Intermediate (4-6)	12:1:4 to 7:1:1	5:2:2 to 23:5:3	
Junior High	1:1:4 to 30:3:4	1:2:2 to 12:2:2	60:21:7 ^A
Senior High	5:1:1 to 10:4:-	4:1:2 to 12:1:1	
Other*	35:6:6 ^A	6:-:- ^A	143:-:- ^A

*Other: Ungraded, and self-help skills.

^A Where no range appears, only one institution provided information.

TABLE 36
COMBINED EDUCATION PROGRAMS
LENGTH OF SCHOOL DAY PER ON-CAMPUS SCHOOL PROGRAM

RANGE OF IN-SCHOOL HOURS	NUMBER OF INSTITUTIONS PER CATEGORY ¹		
	CC	MH	COR
1-2	4	1	
3-4		3	1
5-6	9	5	
7-8		1	

¹Number of institutions providing information were: CC = 13;
MH = 10; COR = 1.

TABLE 37
COMBINED EDUCATION PROGRAMS
NUMBER OF STUDENTS ATTENDING COMMUNITY
SCHOOLS BY LEVEL OF PROGRAM

GRADE LEVELS	NUMBER OF STUDENTS ENROLLED		
	CC	MH	COR
Preschool	2		
Primary (1-3)	26	7	
Intermediate (4-6)	53	7	
Junior High (7-9)	77	24	7
Senior High (10-12)	80	23	13
Other*		5	

*Other: Adult Evening School.

TABLE 38
COMBINED EDUCATION PROGRAMS
STUDENT ENROLLMENT IN VARIOUS TYPES OF
COMMUNITY ELEMENTARY PROGRAMS

TYPE OF PROGRAM	TOTAL STUDENT ENROLLMENT ¹		
	CC	MH	COR
Standard	93	15	
Standard with Special Services	13	7	
Full Time Special Services	27		

¹Number of institutions providing information were: CC = 9; MH = 5.

TABLE 39
COMMUNITY EDUCATION PROGRAMS
NUMBER OF STUDENTS IN VARIOUS SECONDARY
EDUCATION LEVEL PROGRAMS¹

TYPE OF PROGRAM	NUMBER OF STUDENTS ENROLLED		
	CC	MH	COR
Standard College Entrance	20	2	
Business	5	11	
Vocational	13		7
General Education	68	58	1
Standard Program with Special Services	4	4	
Special Services Only	4	23	
Other*	8	14	

¹Number of institutions providing information were: CC=8; MH = 7; COR = 1.

* Other: Remedial Diversified Cooperative Education, and Driver Training.

TABLE 40
COMBINED EDUCATION PROGRAMS
INSTRUMENTS USED FOR EDUCATIONAL ASSESSMENT¹

TYPE OF INSTRUMENT	NUMBER OF INSTITUTIONS USING INSTRUMENTS		
	CC	MH	COR
Personality Tests	4	4	
Intelligence Tests	11	9	1
Sociometric Tests	4	3	
Attitude Tests	10	9	1
Achievement Tests	10	9	1
Teacher Evaluation	12	9	1
Other*	2	4	

¹ Number of institutions providing this information were: CC = 15, MH = 9, COR = 1.

* Other: Caseworker's evaluation, psychiatric evaluation, reading tests, educational diagnostic evaluations, staff opinions, behavior rating scales.

APPENDIX B
QUESTIONNAIRE USED IN SURVEY

PART I
General Information
on
Institution and Education Program

This section should be completed by ALL institutions.

Upon completing Part I, read the directions and complete only the appropriate section of Part II specifically related to your educational program.

Part I: GENERAL INFORMATION ON INSTITUTION AND EDUCATIONAL PROGRAMMING

A. General Description of the Institution

1. What is the licensed capacity for the number of children that you may serve? Check the range which is most appropriate for you.

☐ 1-25
☐ 26-50
☒ 51-100
☐ 101-200
☐ 201-300
☐ over 300.

2. How many children are currently served? Check the best estimate.

☐ Over 10 less than licensed capacity
☐ 10 or less than licensed capacity
☐ Equal to licensed capacity
☐ Up to 10 more than licensed capacity
☐ 10 or more than licensed capacity.

3. What was the approximate number of children accepted in the last year and the number dismissed? (Use July 1, 1969 to June 30, 1970 as dates for computing numbers.)

Accepted

☐ 0-9
☐ 10-19
☐ 20-29
☐ 30-39
☐ 40-49
☐ 50 or more.

Dismissed

☐ 0-9
☐ 10-19
☐ 20-29
☐ 30-39
☐ 40-49
☐ 50 or more.

4. What is the usual length of stay for children at your institution?

☐ 0-6 months
☐ 7-12 months
☐ 13-18 months
☐ 19-24 months
☐ more than 24 months.

General Description of the Institution (continued)

5. Please check your major sources of child referral:

- ☐ Courts
- ☐ Teachers
- ☐ Parents
- ☐ Social Workers
- ☐ Psychologists or Psychiatrists
- ☐ Referring agencies
- ☐ Other (please specify) _____

6. Do you have a formal orientation period for children at your institution? ☐ No ☐ Yes. What is its approximate length?

- ☐ less than 1 week
- ☐ 1-2 weeks
- ☐ 3-4 weeks
- ☐ 5-6 weeks
- ☐ more than 6 weeks.

7. Does your institution have an after care program for dismissed/discharged children? ☐ Yes ☐ No.

8. What services do you offer children? (Check those that apply.)

- ☐ Individual casework
- ☐ Group work
- ☐ Psychiatric services
- ☐ Psychological services
- ☐ Medical services
- ☐ Social worker
- ☐ Other individual and/or group counseling
- ☐ Other (please specify) _____

B. Description of Children Served

1. Please indicate by placing a one (1) next to the category of those children that you most typically serve.

- ☐ Predelinquent
- ☐ Delinquent
- ☐ Emotionally Disturbed
- ☐ Dependent and Neglected
- ☐ Other (please specify) _____

Description of Children Served (continued)

2. Now place a two (2) next to one of the above categories which describes any other children you usually serve.
3. Of children most frequently served, what is the approximate range for each of the following categories? (Check the appropriate blanks)

Age Distribution

☐ 0-3 years
☐ 4-7 years
☐ 8-12 years
☐ 13-18 years
☐ 19-22 years
☐ over 22 years

Intelligence Range

☐ 0-24
☐ 25-49
☐ 50-74
☐ 75-89
☐ 90-109
☐ 110+

4. What is the predominant religious affiliation of the children served by your institution? (Check the appropriate blank)

☐ Catholic
☐ Jewish

☐ Protestant
☐ Other (please specify)

5. What is (are) the predominant race(s) served by your institution? (Number the appropriate races in descending order, e.g., 1 = most predominant, 2 = less predominant)

☐ Caucasian
☐ Negroid

☐ Indian (American)
☐ Other (please specify)

6. How many males, and how many females does your institution serve annually?

☐ Number of males
☐ Number of females

C. Description of Sources of Income and Support for Educational Programming

1. Are you currently receiving any state or federal support for your education program? ☐ No ☐ Yes. If yes, please briefly describe the type and nature of this support.

Description of Sources of Income and Support for Educational Programming (continued)

2. What are your primary sources of income for financing educational expenditures? (Check below.) If you have no main sources for the educational expenses, PLACE AN X by those main financial sources used for the institution in general.

☐ Private donors
☐ Charities
☐ Grants
☐ Tuition
☐ Other (please specify) _____

3. What is the cost per child per academic year for your education program, approximately? (Please give your best estimate.)
\$ _____

4. Do your children attend a summer school program? ☐ No ☐ Yes.
Please give an estimate of the average cost per child for this program. \$ _____

5. What is your total yearly budgeted expenditure for educational programming? (Please give your most current estimate.) \$ _____

6. Do you charge tuition for educational services? ☐ No ☐ Yes.
Are all students charged? ☐ Yes ☐ No. Why are some exempted?
(Please answer as briefly as possible.) _____

D. Personnel Information on Educational Programming

1. Who is responsible for the overall administration of educational programming at your institution?

☐ Institution itself
☐ Private board of trustees
☐ Local board of education
☐ State superintendent
☐ Other (please specify) _____

Personnel Information on Educational Programming (continued)

2. Are all related educational staff hired by the institution?
____ Yes ____ No. If not, who hires:

1. Administrators? _____
2. Counselors? _____
3. Social workers? _____
4. Psychologists? _____
5. Others (please specify position)? _____

3. Who employs the teachers of your children?

____ Institution itself
____ Local board of education
____ Both of the above
____ Other (please specify) _____

E. Description of the Tutoring Program

Do you have a tutoring program? ____ Yes ____ No. If not, skip to Section F.

1. How many tutors do you have? ____ 1-2, ____ 3-4, ____ 5-10,
____ 11-19, ____ 20 or more.
2. How many hours per day is this service available? ____ 0-1,
____ 2-3, ____ 4-5, ____ 6-7, ____ 8 or more.
3. How many days per week is it available? ____ one, ____ two,
____ three, ____ four, ____ five, ____ six, ____ seven.
4. How many of your students use this service? ____ very few,
____ about 1/4 of the students, ____ about 1/2, ____ about 3/4,
____ all students.
5. Are your tutors paid? ____ No ____ Yes. If so, what is their salary range? Please give your best estimate. \$_____
Where do the funds come from to pay for the cost of your tutoring program? _____

Description of the Tutoring Program (continued)

6. Please provide the following information concerning a representative example of your tutoring staff:

- a. Highest degree earned _____
- b. Area of specialization _____
- c. Years of teaching experience _____
- d. Certification:
 - General education _____
 - Special education _____
 - Specifically in emotional disturbance and/or socially maladjusted _____

F. Transportation

Is transportation necessary for your education program? ____ Yes
____ No. If not, skip to asterisks (**).

1. How are your children transported to and from school?
____ bus, ____ car pool, ____ train, ____ subway, ____ other
(please specify) _____.
2. What is the approximate cost of school transportation to the institution per school year? Please give your best estimate.
\$_____.
3. How is this service financed? _____

****Types of Educational Programs (PLEASE READ CAREFULLY!)**

1. WHAT TYPE OF EDUCATIONAL PROGRAM DO YOU HAVE?
 - A. ON-CAMPUS PROGRAM ONLY. (PLEASE TURN TO PAGE 7 AND DO PART II, SECTION A, PINK SHEETS)
 - B. USE OF COMMUNITY SCHOOL ONLY. (PLEASE TURN TO PAGE 11 AND DO PART II, SECTION B, BLUE SHEETS.)
 - C. A COMBINED PROGRAM OF ON-CAMPUS AND COMMUNITY SCHOOLS. (PLEASE TURN TO PAGE 14 AND DO PART II, SECTION C, YELLOW SHEETS.)

PART II

Section A

Education Program ON-CAMPUS ONLY

**NOTE: ONLY THOSE INSTITUTIONS THAT HAVE THEIR TOTAL EDUCATION PROGRAM
CONTAINED WITHIN THE INSTITUTION ITSELF SHOULD COMPLETE THIS SECTION.**

PART II: SPECIFIC INFORMATION ON EDUCATION PROGRAMMING

Section A: On-Campus Program

1. Please complete the following information concerning the 1969-70 administrative personnel of your on-campus education program during the academic school year (September-June).

Title	Number Employed	Approximate Salary Range	Years of Experience	
			Administrative	Teaching
a. Full time:				
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
b. Part time:				
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
c. Other: (please specify)				
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____

2. Please complete the following on your on-campus teaching staff for the academic year (September, 1969 - June, 1970). (Use same categories as above)

a. Full time:	_____	\$ _____	_____
b. Part time:	_____	\$ _____	_____
c. Other: (please specify)	_____	\$ _____	_____

3. If you have an on-campus summer school program, please include the same information in parentheses next to the information given in the above two questions.

4. How many of your on-campus teachers are certified in:

An area of general education? _____
 An area of special education? _____
 Specifically in the area(s) of emotional disturbance and/or socially maladjusted? _____

Section A (continued)

5. Please indicate the number of related staff involved in your on-campus education program. Also, please give the total number of hours per week (on the average) that each devotes to the educational program.

	<u>Number</u>	<u>Hours Per Week (Ave.)</u>
School counselors	_____	_____
Social workers	_____	_____
Psychologists	_____	_____
Psychiatrists	_____	_____
Teacher's aides	_____	_____
Volunteers	_____	_____
Others (please specify)	_____	_____
_____	_____	_____

6. Please check the subject areas that are formally taught as part of your on-campus educational program.

	<u>English</u>	<u>Math</u>	<u>Social Studies</u>	<u>Sciences</u>	<u>Phys. Ed.</u>	<u>Fine Arts</u>	<u>Foreign Language</u>
a. Primary	_____	_____	_____	_____	_____	_____	_____
b. Intermediate	_____	_____	_____	_____	_____	_____	_____
c. Junior high	_____	_____	_____	_____	_____	_____	_____
d. Senior high	_____	_____	_____	_____	_____	_____	_____
e. Post graduate	_____	_____	_____	_____	_____	_____	_____
f. Other (please specify)	_____	_____	_____	_____	_____	_____	_____

7. Apart from the regular subject areas (e.g., requirements of the state), are there other subjects taught that you feel have significance to your on-campus program? _____ No _____ Yes. If so, please list them here.

8. Please provide the following information for each of the following levels of educational programming appropriate to your on-campus program. (Question 8 continued on next page.)

Section A (continued)

	<u>Number of Students</u>	<u>Number of Classes</u>	<u>Number of Teachers</u>
Preschool	_____	_____	_____
Primary (grades 1-3)	_____	_____	_____
Intermediate (grades 4-6)	_____	_____	_____
Junior high (grades 7-9)	_____	_____	_____
Senior high (grades 10-12)	_____	_____	_____
Post graduate	_____	_____	_____
Other (please specify) _____	_____	_____	_____

9. What instruments do you use in your educational assessment of children?
(Please check below.)

- ☐ Personality tests
☐ Intelligence tests
☐ Sociometric tests
☐ Aptitude tests
☐ Achievement tests
☐ Teacher evaluation
☐ Other (please specify) _____

10. What physical facilities are available for use for your on-campus educational program? Check the left most columns below. Of these, which do you use? Check the right most columns below.

<u>Facilities</u>	<u>Available</u>		<u>Used</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Shops (please list) _____	_____	_____	_____	_____
Gymnasium	_____	_____	_____	_____
Pool	_____	_____	_____	_____
Outdoor recreation area	_____	_____	_____	_____
School building	_____	_____	_____	_____
School area in a building	_____	_____	_____	_____
Classroom(s) How many? _____	_____	_____	_____	_____
Library facilities	_____	_____	_____	_____
Audio-visual aids	_____	_____	_____	_____
Other (please specify) _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Section A: On-Campus Program (continued)

11. Do you use any community or public school facilities as part of your on-campus education program? ☐ No ☐ Yes. If so, please indicate which ones, and the extent of their use. _____

STOP! YOU HAVE COMPLETED YOUR PART OF THE QUESTIONNAIRE-SURVEY. PLEASE RETURN ALL COMPLETED INFORMATION BY MAIL IMMEDIATELY. THANK YOU FOR YOUR HELP.

PART II

Section B

Education Program in COMMUNITY SCHOOLS ONLY

NOTE: ONLY THOSE INSTITUTIONS THAT HAVE THEIR TOTAL EDUCATION PROGRAM BASED
IN COMMUNITY SCHOOLS SHOULD COMPLETE THIS SECTION

PART II: SPECIFIC INFORMATION ON EDUCATIONAL PROGRAMMING

Section B: Use of Community Schools Only

1. Please provide the following information for each of the following levels of educational programming appropriate to your community schools program.

	<u>Number of Students</u>	<u>Number of Classes</u>	<u>Number of Teachers</u>
Preschool	_____	_____	_____
Primary (grades 1-3)	_____	_____	_____
Intermediate (grades 4-6)	_____	_____	_____
Junior high (grades 7-9)	_____	_____	_____
Senior high (grades 10-12)	_____	_____	_____
Post graduate	_____	_____	_____
Other (please specify)	_____	_____	_____

2. Please provide the following information concerning the types of educational experiences your children are receiving in the community schools. (Fill in where appropriate)

Number of
Students Enrolled

a. Elementary level (grades 1-8)

- 1) Standard education program _____
- 2) Standard education program
WITH part-time special services.
(please list _____)
- 3) Receiving special services only. _____
(please list _____)

Section B: Question #2 (continued)

Number of
Students Enrolled

b. Secondary level (grades 9-12)

1) Standard education program

- a) College entrance program _____
- b) Business program _____
- c) Vocational program _____
- d) General program _____
- e) Other (please list) _____

2) Standard education program
WITH part-time special ser-
vices. (please list) _____

3) Receiving special services on
a full-time basis. (please
list) _____

3. Do you anticipate beginning an education program on the grounds
for some or all of your children within the next two years?

____ Yes ____ No. If not, skip to asterisks (**).

a. From where will your staff be obtained? ☒ Check appropriate
area(s) 7

- ____ Community schools
- ____ Institutional staff
- ____ New staff
- ____ From both the community school staff and the institutional
staff.
- ____ Other (please list)

b. Approximately how many students do you anticipate serving?
Please give your best estimate. _____

c. Where do you expect classes to be housed? _____

d. What is the anticipated cost of this service? \$ _____
How will it be financed? _____

Section B: Question #3 (continued)

- e. Will this service affect intake procedures? ____ No ____ Yes.
If so, how will these procedures be affected? Please answer
briefly. _____

** STOP! YOU HAVE COMPLETED YOUR PART OF THE QUESTIONNAIRE-SURVEY. PLEASE
RETURN ALL COMPLETED INFORMATION BY MAIL IMMEDIATELY. THANK YOU FOR
YOUR HELP.

PART II

Section C

Combined Community and On-Campus SCHOOL PROGRAMS

NOTE: ONLY THOSE INSTITUTIONS THAT HAVE A COMBINED EDUCATION PROGRAM INVOLVING BOTH AN INSTITUTIONAL SCHOOL PROGRAM AND A COMMUNITY BASED SCHOOL PROGRAM SHOULD COMPLETE THIS SECTION

PART II: SPECIFIC INFORMATION ON EDUCATIONAL PROGRAMMING

Section C: Combined Community and On-Campus School Programs

1. Please complete the following information concerning the 1969-70 administrative personnel of your on-campus education program during the academic school year (September-June).

Title	Number Employed	Approximate Salary Range	Years of Experience	
			Administrative	Teaching
a. Full time:				
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
b. Part time:				
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
c. Other: (please specify)				
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____
_____	_____	\$ _____	_____	_____

2. Please complete the following on your on-campus teaching staff for the academic year (September, 1969 - June, 1970). (Use same categories as above)

a. Full time:	_____	\$ _____	_____
b. Part time:	_____	\$ _____	_____
c. Other: (please specify)	_____	\$ _____	_____

3. If you have an on-campus summer school program, please include the same information in parentheses next to the information given in the above two questions.

4. How many of your on-campus teachers are certified in:

An area of general education? _____
 An area of special education? _____
 Specifically in the area(s) of emotional disturbance and/or socially maladjusted? _____

Section C (continued)

5. Please indicate the number of related staff involved in your on-campus education program. Also, please give the total number of hours per week (on the average) that each devotes to the educational program.

	<u>Number</u>	<u>Hours Per Week (Ave.)</u>
School counselors	_____	_____
Social workers	_____	_____
Psychologists	_____	_____
Psychiatrists	_____	_____
Teacher's aides	_____	_____
Volunteers	_____	_____
Others (please specify)	_____	_____
_____	_____	_____

6. Please check the subject areas that are formally taught as part of your on-campus educational program.

	<u>English</u>	<u>Math</u>	<u>Social Studies</u>	<u>Sciences</u>	<u>Phys. Ed.</u>	<u>Fine Arts</u>	<u>Foreign Language</u>
a. Primary	_____	_____	_____	_____	_____	_____	_____
b. Intermediate	_____	_____	_____	_____	_____	_____	_____
c. Junior high	_____	_____	_____	_____	_____	_____	_____
d. Senior high	_____	_____	_____	_____	_____	_____	_____
e. Post graduate	_____	_____	_____	_____	_____	_____	_____
f. Other (please specify)	_____	_____	_____	_____	_____	_____	_____

7. Apart from the regular subject areas (e.g., requirements of the state), are there other subjects taught that you feel have significance to your on-campus program? _____ No _____ Yes. If so, please list them here.

Section C (continued)

8. Please complete the following information concerning your on-campus program only:

	<u>Number of Classes</u>	<u>Number of Teachers</u>
a. Preschool	_____	_____
b. Primary (grades 1-3)	_____	_____
c. Intermediate (grades 4-6)	_____	_____
d. Junior high (grades 7-9)	_____	_____
e. Senior high (grades 10-12)	_____	_____
f. Post graduate	_____	_____
g. Other (please specify) _____	_____	_____

9. What is the approximate number of hours (per child) spent in the campus school? ____ 1-2, ____ 3-4, ____ 5-6, ____ 7-8, ____ more than 8.
10. What instruments do you use in your educational assessment of children? (Please check below.)
- ____ Personality tests
- ____ Intelligence tests
- ____ Sociometric tests
- ____ Aptitude tests
- ____ Achievement tests
- ____ Teacher evaluation
- ____ Other (please specify) _____
11. What physical facilities are available for use for your on-campus educational program? Check the left most columns below. Of these, which do you use? Check the right most columns below. (Question #11 continued on next page)

Section C: Question #11 (continued)

<u>Facilities</u>	<u>Available</u>		<u>Used</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Shops (please list) _____	_____	_____	_____	_____
Gymnasium	_____	_____	_____	_____
Pool	_____	_____	_____	_____
Outdoor recreation area	_____	_____	_____	_____
School building	_____	_____	_____	_____
School area in a building	_____	_____	_____	_____
Classroom(s) How many? _____	_____	_____	_____	_____
Library facilities	_____	_____	_____	_____
Audio -visual aids	_____	_____	_____	_____
Other (please specify) _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

12. Do you use any community or public school facilities as part of your on-campus education program? _____ No _____ Yes. If so, please indicate which ones, and the extent of their use. _____

13. Please specify the number of students that attend the on-campus program only and those that attend the community schools only, at these levels:

	<u>On Campus</u>	<u>Community Schools</u>
a. Preschool	_____	_____
b. Primary (grades 1-3)	_____	_____
c. Intermediate (grades 4-6)	_____	_____
d. Junior high (grades 7-9)	_____	_____
e. Senior high (grades 10-12)	_____	_____
f. Post graduate	_____	_____
g. Other (please specify) _____	_____	_____
h. Total number of students enrolled	_____	_____

Section C: (continued)

14. Number of hours spent in community schools? ____ 1-2, ____ 3-4,
____ 5-6 ____ 7-8, ____ more than 8.

15. Please provide the following information concerning the types of educational experiences your children are receiving in the community schools:

	<u>Number of Students Enrolled</u>
a. Preschool programs	
1) Standard	_____
2) Special services (please list)	_____
_____	_____
b. Elementary level (grades 1-8)	
1) Standard education program	_____
2) Standard education program	_____
WITH part-time special services	
(please list) _____	
3) Receiving special services on a	_____
full-time basis. (please list)	_____
_____	_____
c. Second level (grades 9-12)	
1) Standard education program	
a) College entrance program	_____
b) Vocational program	_____
c) Business program	_____
d) General program	_____
e) Other (please list)	_____
2) Standard education program WITH	_____
part-time special services	
(please list) _____	_____
3) Receiving special services on a	_____
full-time basis (please list)	_____
_____	_____

STOP! YOU HAVE COMPLETED YOUR PART OF THE QUESTIONNAIRE-SURVEY. PLEASE RETURN ALL COMPLETED INFORMATION BY MAIL IMMEDIATELY. THANK YOU FOR YOUR HELP.